

4. The state superintendent shall establish an effective date for the requirements in s. PI 3.05 (7) (b) and notify institutions offering programs under ch. 4 at least one year before passing tests in the major, minor, concentration, or advanced program will be required for licensure under s. PI 3.05 (7) (b) 1.

(d) The institution shall have a written plan and program for the recruitment of students from a diversity of ethnic and racial backgrounds into teacher education programs and for the retention and completion of minority students in these programs.

(e) The SCD shall have a written plan for evaluating the performance of its graduates. The evaluation plan shall be designed to provide information which may be used to improve teacher preparation programs and to improve practices pertaining to admission, retention, and completion. The evaluation plan shall be designed to gain information from graduates and from school personnel in the schools in which the graduates have been employed.

(f) The SCD shall have written evaluation procedures and evidence to assess the knowledge, skills and competency of its students when they complete professional education programs and apply for recommendation for licensure. Students shall be informed of these evaluation procedures.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (2), (3) (a) and (b), (4) (a), (5) (b) and (c), (6) (a) (intro.), 1. and 3., (6) (b), (6) (c), 1. a., b., 2. and 3., cr. (3) (g) and (h), Register, February, 1987, No. 374, eff. 3-1-87; am. (2) (i), (3) (c) and (e), (5) (c), (6) (intro.), (c) (intro.) and 1. c. and 3. and (f), Register, April, 1988, No. 388, eff. 5-1-88; cr. (2) (j), (3) (i) to (l) and (6) (c) 4., renum. (6) (a) 1. to 3. to be 3., 4., 1. and 2. and am. 2. and 3., am. (6) (c) 3., Register, November, 1990, No. 419, eff. 12-1-90.

Subchapter IV — General and Professional Education: Common Rules

PI 4.07 Licensure rules. Each professional education program leading to licensure shall require completion of all requirements for licensure at the specific grade level and in the specific subject area as specified in ch. PI 3. The SCD may review the previous experience and training of each student through a portfolio review process and may waive specific requirements in ch. PI 3 or this chapter based upon this review. Authorization for the portfolio review process shall be part of the SCD program that is approved by the state superintendent.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. Register, April, 1988, No. 388, eff. 5-1-88; am. Register, July, 1993, No. 451, eff. 8-1-93.

PI 4.08 General education. All professional education programs leading to licensure shall meet the following general education requirements:

(1) The general education component shall constitute at least one-third of the semester hours in collegiate level course work required for the institution's baccalaureate degree. Course work included in the professional sequence and major, minor, or concentration may not be included in the general education component.

(2) The institution shall provide evidence of a process for coordinating the planning, development, implementation, and evaluation of the general education program among those departments offering courses in the general education program and the SCD to assure that the goals of general education for teacher education programs are achieved.

(3) The program shall require study of the following unless the student's major, minor, or concentration includes the same course work:

(a) Written and oral communication.

- (b) Mathematics.
- (c) Fine arts.
- (d) Social studies including national, state, and local government.
- (e) Biological and physical sciences.
- (f) Humanities including literature.
- (g) Western and non-Western history or contemporary culture.

History; Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.07 and am. (2), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

PI 4.09 Professional education rules: common rules. All professional education programs leading to licensure shall meet the following standards:

- (1) The program shall require study of the historical, philosophical, and social foundations underlying the development and purpose of education and current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin.
- (2) The program shall require study of the legal, political, and economic aspects and the governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States and Wisconsin.
- (3) The program shall require study to develop an understanding of the diverse family, cultural, and socioeconomic backgrounds of pupils.
- (4) The program shall require study and experience specifically designed to develop the competencies needed to teach critical thinking.
- (5) The program shall require study of issues relating to children at risk including the pertinent law concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system including the children's code, juvenile justice, public health, and social services.
- (6) The program shall require study of pupil services programs and their relationship to other aspects of the total school program.
- (7) The program shall require study of educational psychology including principles and theories of learning.
- (8) The program shall require study of methods of identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils as these behaviors may affect learning.
- (9) The program shall require study to develop knowledge and skills in methods of creating a positive physical, psychological, and social teaching and learning environment.
- (10) The program shall require study of educational research and practice related to classroom management and classroom organization.
- (11) The program shall require study of methods and materials needed to evaluate and to report pupil progress including the development, administration, scoring, interpretation and validation of teacher developed and standardized tests.
- (12) The program shall require study of the use of the library and other instructional resources.
- (13) The program shall require study of school instructional media programs, experience in evaluating and using instructional materials and

equipment including computers, and experience in creating graphic and audiovisual materials designed to meet specific learning objectives.

(14) The program shall require study of the profession including the roles and responsibilities of the school board, the school superintendent, principals and teachers, and professional associations, organizations and learned societies.

(15) The program shall require study of the knowledge and skills necessary to identify children and youth who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic endeavors, and in ways to provide access to systematic and

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